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The junior-high school lends itself readily to innovative approaches in preparing youngsters to meet the challenge of the work world. The junior-high years are important because 30% of those who drop out of schools drop out during this period. Ohio has taken steps to provide continual updating of the vocational information held by their counselors, under the impetus of the 1963 Vocational Education Act. Workshops and summer guidance seminars are held at approved Ohio counselor education institutions, with additional advanced workshops being held for those counselors who have already attended at least one seminar. Realizing that a good vocational guidance program is dependent on a good attitude toward technical education, Ohio educators are attempting to devise a completely new program for vocational and technical educational studies, for presentation to the next session of the Ohio General Assembly. The targets of the program are the 30,000 dropouts and 60,000 graduates with so general an education that they have no marketable skills. The aim of the program is to eradicate the stigma which has long been attached to vocational education, and raise the status of technical education, so that parents and students alike will have a healthier outlook toward the work world. (CJ)

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ORIENTATION TO WORK FOR THE STUDENTS IN THE JUNIOR HIGH SCHOOL

(Presented at the Institute on Occupational Analysis as a Basis for Curriculum Development, Colorado State University, Fort Collins, Colorado, August 1, 1968)

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In order to understand today's emphasis upon orientation to work for students in the junior high school, it is necessary to take a look at the historical development of the junior high school as an educational institution. It is of interest to note, too, that both the vocational guidance movement and the junior high school had their beginnings in the first decade of this century. It was in Boston in 1908 that Frank Parsons initiated a program of matching men and jobs signalling the beginning of vocational guidance. A year later in Columbus, Ohio the junior high school was born. By way of contrast the college, the university, the secondary school, and the elementary school were born in Europe. The only part of the American school system that was born here in the United States is the junior high school.

Early backers of the junior high school movement used the term "the junior high school spirit." The "junior high school spirit" did not view guidance as a specific function. Articulation, exploration, and differentiation were functions that were to be found in all junior high school courses and programs and these naturally involved guidance. Guidance in the "junior high spirit" was to be of such a quality that it permeated the total school program. In fact, many of the early advocates of the junior high school movement viewed guidance of early adolescents as the primary goal of the junior high school. Now after sixty years of development these two movements are still closely linked and guidance is increasingly being emphasized as an essential part of the junior high school program.

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An indication of the growing interest in the development of guidance programs at the junior high school level can be observed by noting the themes of our annual All Ohio Junior High School Guidance conferences which are co-sponsored by the

Division of Guidance and Testing, Ohio Department of Education; by the Ohio School Counselors Association; and by a host school. They are: "The Junior High School Age - Scrambled - Not Jelled"; "The Junior High School Guidance Program Meets the Challenge"; "The Changing Years - Dreams, Drives, and Destinations"; "Guidance for the Exploratory Years"; and "Developmental Career Guidance in Action." It was at one of these conferences that Dr. William Van Til, one of the authors of the Second Edition of MODERN EDUCATION FOR THE JUNIOR HIGH SCHOOL YEARS published in 1967, stated that when the junior high school began, about a third of the American people were foreign-born or of foreign parentage. It was clear that citizenship education was needed for their children.

Dr. Van Til observed that in 1910 almost one out of every five children between the ages of ten and fifteen were employed. At this time there were many new problems in the new city. The family was beginning to slip in its role as the center of social and recreational life for family members. People were away from the family at new jobs and at commercial recreation. There were new social problems, too, such as race and nationality relations and conflict between labor and capital.

The problem for our country at that time was to decide what to do with many young people. They attended elementary school. But high school was essentially for getting people into college. They were not going to college; they were going into jobs and very soon. Many of them were of foreign background and speech patterns. But they were to become American citizens.

The junior high school was originally perceived to be a school between the secondary and the elementary levels. This school was to include vocational education because many youngsters were going from this school to work. It would also include citizenship education because many young people needed Americanization and help on new social problems in their urban environment. According to educators at that time,

the new school could help individuals and use new ways of grouping, and new forms of education.

Schools were faced with the dropout problem at that time, too. The difference is that they dropped out of school between the fifth and the tenth grades instead of between the ninth and twelfth grades as today. Some of the educators at that time believed that the cause of dropping out was a poor educational program marked by high rates of failure. The cause, they thought, was the big gap between content taught and methods used at the elementary school and content and method used at the high school.

According to G. Stanley Hall, a popular psychologist at that time, an early adolescent was "a new kind of being who demands a new environment, a new content, new materials." The idea of a junior high school fitted in well, for it met the demand of society at that time; it tied into current educational thinking; and it recognized new concepts in psychology.

Originally, the junior high school was created, in part, for vocational education. Later, when child labor laws were enacted, vocational education was deemphasized. Through the intervening years vocational orientation and exploration became important and is still being emphasized today.

In retrospect, according to Dr. Van Til, the junior high school movement has made many contributions to American Education. For instance, he stated, it brought to youngsters in the early stages of adolescence some facilities they never had before such as industrial arts shops, laboratory science, and increasingly, typing. It provided for young people richer library and instructional materials; it has encouraged problem-centered teaching; it has developed block scheduling of time for general education and core programs.

A recognition in the State of Ohio of the importance of the junior high school

in educating today's youth is that Ohio's State Board of Education recently adopted the first set of minimum standards for junior high schools which became effective July 1, 1968. Dr. Martin Essex, Ohio's Superintendent of Public Instruction stated in the "Preface" that:

> With the emergence of the junior high school have come new concepts of grouping, counseling, and teaching early adolescents. These standards provide for the special characteristics of the junior high school and, for the first time, establish regulations appropriate to the 7-9 grade organization.
>
> The structure of American education has been dynamic and flexible to the changing needs of our society. Whether the junior high school achieves universality or permanence remains to be seen (the middle school having already challenged it). Widespread as it already is, however, the junior high school represents the capacity and willingness of responsible citizens and educators to design new curricula, instructional methodology, and facilities in response to need. Being itself an innovation in education, the junior high is admirably suited to future adaptation as changing times may demand.
>
> Although historical in the sense of being first of their kind in Ohio, these standards nevertheless are directed to the future, not the past. They are intended to encourage innovation in educational programs. They are guiding, suggestive, and directive, rather than restrictive. It is hoped that they will stimulate maximum, not minimal, effort to provide the best possible preparation of pupils for more advanced study.

The junior high school guidance program is emphasized in the newly adopted standards. They state that:

1. There shall be a guidance program in each school comprised of individual and group services designed to give systematic aid to all pupils in recognizing and solving educational, vocational, personal, social, health, and civic concerns.

2. Each school shall, in conformance with established policy, utilize out-of-school resources to achieve the objectives of the guidance program.

3. The guidance program, under the direction of the principal, shall be coordinated and stimulated by the school counselor

and shall involve the entire staff as responsible participants.

4. The seventh grade guidance program shall have a central emphasis on orientation of the pupil to the junior high school experiences.

5. The guidance program shall include developmental experiences in terms of the improvement of study habits, educational growth, and social orientation.

6. The guidance program shall give emphasis to pre-vocational and educational guidance and provide direction for each pupil's future program.

7. The guidance program shall utilize both individual counseling and group guidance techniques.

8. Valid and objective information regarding pupil achievement, progress, development, and abilities, shall be obtained and utilized as a part of the instructional program.

These same standards state that the Pupil Personnel Service Certificate for School Counselor shall be required of persons devoting half-time or more to the guidance program. Beginning with the school year 1969-1970, persons devoting less than half-time to the guidance program shall have as a minimum, 12 semester hours in professional graduate guidance courses. The standards also specify that each junior high school shall have at least one guidance counselor and provide guidance staff in the ratio of one full-time counselor to 500 students, with at least one full-time certificated counselor required for any school with 500 or more pupils. Effective with the school year 1970-1971, the counselor-pupil ratio shall be 1-400, with at least one full-time certificated counselor required for any school with 400 or more pupils.

The big push for training school counselors came as a result of the passage of Title V-B, of the National Defense Education Act of 1958. Its stated purpose was to train counselors in the importance and techniques of discovering talent and to encourage students with high scholastic potential to continue post-high school training. "Pursuit of excellence," was the motto. More and more it came to be

recognized that all students have potentialities, abilities, and interests and that these vary from individual to individual, and vary in quantity and quality within the same individual. The importance of the "guidance point of view" is that each student should be assisted in discovering his interests and abilities and then be encouraged to develop all of his abilities to the maximum. This philosophy is equally applicable to the college and non-college bound student.

As a result of the original counselor training emphasis upon discovering the academically gifted student, and encouraging his development, many school counselors initially lacked training or experience in assisting students interested in vocational training. To assist in overcoming this void in their original counselor education preparation, ancillary service funds from the Vocational Education Act of 1963 were made available by the Division of Vocational Education in Ohio to upgrade Ohio school counselors in their knowledge of the type and scope of vocational education training programs available to Ohio school students, of legislation affecting vocational education, and of approaches to cooperation with vocational teachers in our public schools. Initially four three-week workshops were held at two of our Ohio counselor training institutions. Both the workshop and counselor maintenance during the training period were funded under the 1963 Act.

For the past three years the initial program has been expanded to provide fourteen two-week workshops at five approved Ohio counselor education institutions. Requirements for attendance are that the counselors must be certificated, and must be employed in a school having a minimum of one approved vocational education program under the Ohio School Foundation Program. During the first three years of the program approximately 600 Ohio school counselors were upgraded in their knowledge and skills relating to vocational education under this program. This year, for the first time, four advanced two-week vocational guidance seminars are being sponsored under the 1963

Act for school counselors who have previously attended a seminar. Two of these are being held at either the new Penta County Joint Vocational School or the new Springfield-Clark County Joint Vocational School under the sponsorship of a counselor training institution so that the advanced students can share the vocational environment of the school facilities. Nine summer vocational guidance seminars are also being conducted this year for counselors who haven't previously attended.

Funds available under the Vocational Education Act of 1963 are also being used in Ohio to reimburse 50% of the salaries of vocational guidance coordinators or vocational guidance counselors (we use the terms interchangably), up to a maximum of $4500 if they are employed in joint vocational schools or in comprehensive high schools. The requirements for such reimbursement are that the counselor must be a holder of the Ohio Pupil Personnel Service Certificate for School Counselor, must have attended a summer vocational guidance seminar, must be employed in a school offering a minimum of five approved separate vocational education courses, and the vocational guidance provided must be an expansion of guidance services presently available in the school. We recommend that the vocational guidance coordinator be under the same administrative authority as the other counselors in the school. In addition to working with students, staff, and parents, we envision one of their purposes to assist other school counselors in their knowledges and skills in vocational education with a goal of helping each student be realistic in his vocational goal setting and vocational planning.

Another use of Vocational Education Act Funds for guidance in Ohio is to hold an annual workshop to upgrade our counselor educators in current information regarding vocational education. Funds are also used for the employment of State staff personnel. All of our guidance personnel are housed and work together in the Division of Guidance and Testing regardless of whether their salaries are being paid from Vocational Education Act funds or from funds available under the National Defense Education Act. We

also believe that it is impossible to separate vocational guidance from educational guidance for both are needed by all youth. Dr. Byrl Shoemaker, Director, Division of Vocational Education in Ohio has stated many times that it is impossible to have a strong vocational education program without a good guidance program. This we believe.

In a summer 1968 course in Education and Vocational Guidance taught by the writer at The Ohio State University, William W. Shipe wrote a term paper on the topic, "The Emerging Vocational Guidance Counselor." In the "Introduction" he stated:

> The relationship between the joint vocational school district and the participating schools closely resembles courtship, marriage, marital problems and counselors, and finally a smooth and lasting marriage producing many fine children. "Mother" J.V.S. prepares her young in the wise ways of the world and sees they are ready and can make it alone before they leave her productive custody. The "father" participating school has given much sound advice during their early years and is proud to receive them back for their graduation day. He can smile, throw out his chest and say, "I am proud of you, my children."

Mr. Shipe made one personal survey and two telephone surveys during the first ten days of July, 1968, in order to get first hand information about the guidance functions of the jointures as well as in the participating schools. Some of the questions asked and the replies reported by him follow:

Q. What is the method of counseling employed?

A. Agreement here by all three schools that both individual and group counseling were used by counselors in the joint vocational school and the participating schools.

Q. Should the counselors involved counsel toward the available skill areas open?

A. Again, a unanimous response that such a practice could be called recruiting and they would not want to be guilty of this. In all cases, aptitudes are explained and job requirements are likewise explained and students are encouraged to decide for themselves.

Q. Could any estimate be given as to the amount of time necessary to counsel an individual student?

A. The common report was some students need much time, some almost none beyond the group counseling and testing.

Q. Do parents ever get into the act as attempts to counsel children proceed?

A. Penta-County and Greene County report that this would normally take place in the participating school, but a parent who was not completely sold on the idea would be invited to the joint vocational school to see the facilities and talk to officials. Eastland plans for parent visitations as needed once operation begins.

Q. Would the decision of the student at the home school be honored by the joint vocational school?

A. Eastland and Penta-County report first and second choices made by the student are honored if at all possible. When a change is necessary, the student will be contacted and his choice will be in the same family of occupations. Greene County Joint Vocational School suggests areas on the basis of aptitude (G.A.T.B.) and the final decision is made by a "Wrap-up Committee" which tries to match aptitude and job and child. This committee is composed of the counselor and either an administrator or teacher.

Q. Are specific guidance materials recommended by the joint vocational school to participating schools?

A. There seems to be little common ground here. Schools use whole varieties of materials and brochures from the joint vocational schools. Greene County loans the participating schools their S.R.A. materials as requested.

Q. What other tangible materials and experiences should the local vocational guidance man use?

A. Field trips are common for all tenth graders to the joint vocational school. Films, filmstrips, color slides, brochures, tapes, both video and audio, and joint vocational personnel are all commonly used in the three areas.

Q. Can you report on any effort going on in the elementary schools in the participating schools that could be called vocational counseling or teaching?

A. Each school was sure some effort was being made, but could not report reliably about it.

Q. Are junior high programs in evidence?

A. All three schools reported considerable activity now in the junior high

schools. They all recommend strong effort and use their own staff as often as they feel welcome. Greene County reported very clearly, "If you don't get 'em here, you don't get 'em!"

Q. What is the line of communication between the joint vocational school and the participating schools?

A. Frequent calls, visits, and conferences are in evidence in all three schools--they really make an effort to keep informed because they are so dependent upon each other.

Mr. Shipe's conclusion is that "The survey of the three joint vocational schools would indicate our next strong moves in Ohio should be to increase the junior high effort and extend the guidance programs strongly into the elementary grades."

Current writings indicate that increasingly junior high school students are being oriented to the world of work at the junior high school level. Stevens, writing in the February 1968 issue of INDUSTRIAL ARTS AND VOCATIONAL EDUCATION described an Occupational Arts course for the seventh and eighth grades to show availability of skills in the students, the dignity of work, appreciation of tools and materials, and to assist students in developing a better understanding of practical economics. This emphasis relates to both vocational and avocational pursuits. Of nine weeks duration, the course taught the importance of a "working togetherness." An eighteen-week course was planned and taught to the ninth graders in that school. Counselors, teachers and administrators worked together to provide this occupational course consisting of work, interviews, field trips, films, group discussions and other activities resembling the Junior Achievement program offered in many communities.

Walter M. Arnold, writing on the topic, "Vocational Guidance and Vocational Education: The Common Goal," in the September 1967 issue of THE VOCATIONAL GUIDANCE QUARTERLY stated:

> Each member of our society has a unique contribution to make and only as we prepare him to make his contribution

by helping him to develop suitable attitudes toward his work can he hope to realize his full potential.

Arnold further reported that since 30% of our dropouts occur before high school, this further amplifies the need for a strong exploratory occupational guidance program in the junior high school.

Governor James A. Rhodes of Ohio is taking a leadership role in promoting quality programs of vocational education that will be available to all students who desire the training. In a February 23, 1968 address to a Campaign Seminar for Joint Vocational School District Issues he stated:

--There will be 90,000 unskilled and untrained youth dumped on the labor market the first of June.

--There are no bad boys or girls in Ohio. When you give them job training, and a job, they will produce.

--Job training will clear up more headaches and heartaches and family difficulties than any other single thing.

--Every unemployed person is susceptable to isms. When you can't get a job you will turn to anybody.

--When you have a finished product that can get a job when out of high school, then your job is done.

--There are too many educators who lack the understanding that people want to work.

--Stop looking down your nose at vocational education in an effort to look down your nose at work.

--The only people who can save this situation are the vocational teachers and the vocational schools in the State of Ohio.

The Governor also indicated that we need "sweeping revisions and changes" in our education system if the state is to provide training for young people to meet job requirements in the labor market. He used the term "archaic" to describe our present educational systems which are "in need of an overhaul to meet the demands created by the past, present, and future technological revolution."

Governor Rhodes is following these statements with action. On the front page

of the Friday, July 26, 1968 edition of the Columbus Dispatch appeared an article with the heading, "Vocational Education Study Due." The article indicated that Governor Rhodes has appointed a 16-man Task Force on Vocational Education. Their task is to devise a completely new program for vocational and technical educational studies and present it to the next session of the Ohio General Assembly. The governor said the targets of the program are the "30,000 force-outs and dropouts from school and the 60,000 that graduate with a degree in general education from high school without any skills and cannot qualify for a job except for one requiring a strong back." He further stated that there has been a "stigma on vocational and technical education which must be erased. That is educational snobbery." He declared many of the untrained and unemployable are on welfare, a system which is obsolete and involves handouts.

Dr. Martin Essex, Ohio's Superintendent of Public Instruction, in the same article was quoted as saying that a general educational program is no longer acceptable and concurred with Rhodes that the curricula of high schools must be redesigned to meet the needs of the day.

The Saturday Morning, July 27, 1968 edition of the Columbus Citizen-Journal carried a headline reading, "State Officials Will Boost Job Training." The first paragraph read:

> The state is planning a major new job training program for those who do not attend college. It will cost a lot of money.

It is appropriate now to ask ourselves an important question. How can we work together as counselors and vocational educators to facilitate communication and to improve our services to youth at the elementary, junior high, and high school levels? The following ten suggestions are some ways in which school counselors can take a leadership role in working with their fellow educators:

1. Conduct an annual follow up of graduates and dropouts of the preceding year to determine where they obtained full-time employment.

2. Prepare an annual survey of entry type jobs expected to be available at the end of the current year. Tabulate by job titles, employer's name and address, and distribute to students and staff, and assist in student placement when desired.

3. Conduct plant tours on a planned monthly basis to possible places of entry employment.

4. Hold group conferences with graduates who are employed in different businesses so that they may describe their work, what they have learned from their work, how their preparation helped them, and give suggestions for curricular changes as a result of their experiences. Invite all interested students, staff, and parents to attend.

5. Tape record each group conference and index them by occupation, industry, and employer, with date of conference recorded on the tape and clearly labeled on the container. Discard all tapes that are five years old.

6. Maintain an up-to-date occupational file. If possible have the information reviewed by an authority. Clearly label materials prepared for recruitment which have an intention bias.

7. Hold open houses periodically for the general public to observe the training facilities.

8. Urge each student contemplating an occupation to ask himself such questions as, "Would I like it?" "Do I have what it takes?" and "Are workers trained in this occupation in demand or in surplus?"

9. Remember that it is just as easy to misinterpret occupational information as it is to misinterpret scores on a psychological test, and just as dangerous. Use whatever professional knowledge you have to find the best information available for the student and help him to understand it.

10. Promote persistently fair and equal treatment in the provision of educational and employment opportunities, along with social justice, for all youth.

School counselors believe that each student is important as an individual. In order for our youth to advance in their educational and vocational pursuits they need

guidance and counseling. Dr. Hoyt, addressing the 59th Annual American Vocational Association Convention in Miami Beach, Florida summarized the guidance philosophy which can serve us well as we consider ways of improving orientation to work programs for students in the junior high schools. He stated:

> We don't consider it nearly so important <u>what</u> people choose as we do <u>that</u> they choose from the widest range of opportunities. We aren't as concerned about what the counselee decides about his <u>opportunities</u> as we are about what he decides about <u>himself</u> in relation to these opportunities. We don't want to <u>make</u> people do things--we want to <u>let them find ways</u> of doing things. We aren't as interested in the <u>something</u> they become as the <u>someone</u> they become.

We are told that the five most important words in the English language are, "I am proud of you." The four most important words are, "What is your opinion?" The three most important words are, "If you please." The two most important words are, "Thank you." The single most important word for vocational educators and school counselors to employ are, "You," "We," and "Our."

Perhaps each one here will want to ask himself what he can do in his own state to improve orientation to work programs for students in the junior high schools.

--Will a Governor's Task Force give prestige to the movement?

--Are additional State staff members needed?

--Do your counselor educators need upgrading in their knowledge and skills concerning vocational education?

--Is there a place for new junior high school minimum standards to strengthen your junior high school?

--Is a change of attitude needed toward vocational education by educators, parents, and the community?

--Are additional funds required to provide expanded programs of vocational education and improved guidance services?

Too many people indicate, "Yes, I wish <u>somebody</u> would do something about that."

My reply to those individuals is, "Why don't <u>YOU</u> do something about it?"

All of you here in attendance at the Institute on Occupational Analysis as a Basis for Curriculum Development are recognized leaders in your home state or you wouldn't be here. I challenge each of you to think of what you as one person can do to emphasize the importance of vocational education to the youth in the schools of your state. Keep in mind, too, that there "can't be strong vocational programs unless there are also good guidance programs." Ten words, each consisting of two letters, can provide an answer. Those words are, "If it is to be, it is up to me."

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